

Making Neuroscience Fun

A Brain Awareness Program for All Ages

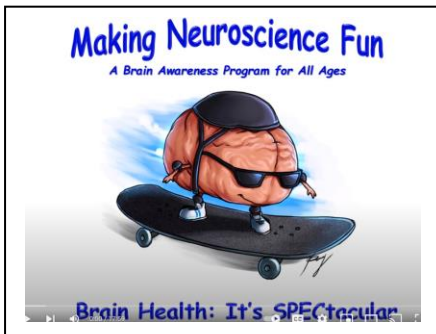


Brain Health: It's SPECTacular

What to do TODAY Kindergarten (🌈 A Brain Facts Story)

This story explains how the brain works with the body to let all animals (including humans) do everything that they do.

- 🌈 The brain and the body working together is important.
 - 🌈 The body gets information from the world and tells it to the brain.
 - 🌈 Your brain then “decides” what you do with that information.
- 🌈 Today you will be getting to know the students and you will be letting them get to know you. You will be starting the program by teaching them some things about their brains. Remember to be genuine and passionate and FUN. Within the video is the “Name the Animal” game – so you do not need anything to do this game. There is also another game, if time permits called “If I Remember Correctly”. All you need for this activity is a way to view pictures of the animals – to make the activity more fun.
- 🌈 Start the Brain Facts video.

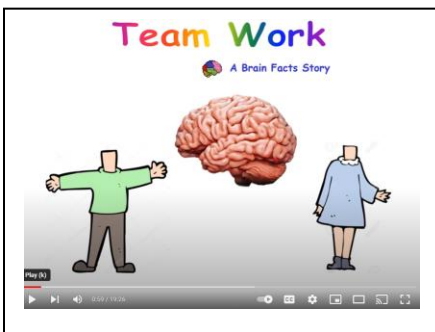


Introduce yourselves and then have the students introduce themselves.

Tell the students the name of the program is Brain Health: It's SPECTacular because you will be sharing new stories that will help them take care of their brains.

Tell the students that today you are going to teach them more Brain Facts. Brain facts are things that we know about the brain AND we have to know something about our brains to so that we can help our brains get and stay healthy!!!

- 🌈 Continue playing the video and stop after the title slide.

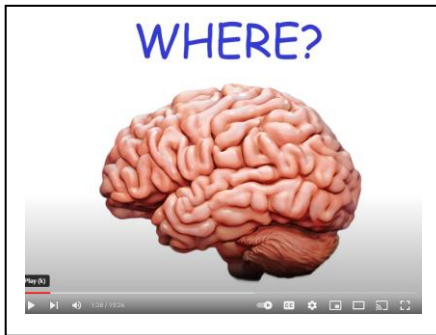


So, this story explains how the brain works with the body to let all animals (including humans) do everything that they do.

The brain and the body working together is important, because if the brain and body were not working together – we would not be able to do anything and our brain would not be healthy!!!

- Continue playing the video. There are lots of questions in the story. When there are questions, stop the video and ask the students that question.

Stop at this part of the video.



OK...remember...be silly to engage the students. Look around your body like you are looking for your brain.

Say...I don't see my brain do you see my brain? Look at your friends can you see their brains?

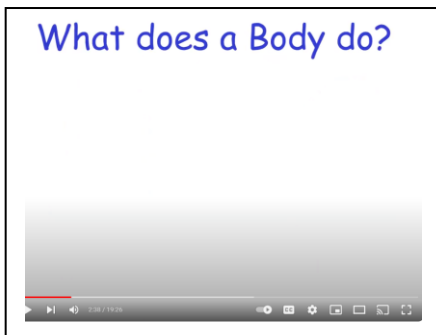
Say...This can't be good. Let's see what the story tells us next.

- Continue the video and stop when questions are asked.



Have the students raise their hands after stomach, feet, and head to tell you where they think the brain is in the body.

- Continue the video and stop when questions are asked.



Have the tell you some things that arms and hands do, then continue the video.

Have the students tell you some things that legs and feet do, then continue the video.

- Continue the video to the part about the senses. If time permits (or the students are getting wiggly) you can stop the video and talk a little bit about the senses as they are introduced.



When each sense is shown, stop the video and ask the students what things they like to feel, see, taste, smell and hear.

🎨 Continue the video and play Name the Animal.

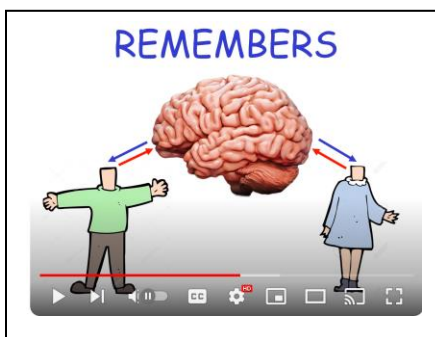


Stop after the picture of the animal pops up. Ask the students what they think.

Show animal pictures and say "Can you Name the Animal?"

Continue until the human and the end of the game.

🎨 This starts the discussion about the brain and body talk. Continue playing the video and stop at the end of this slide.

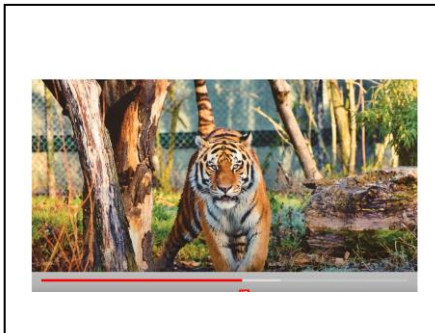


Ok...so now we know that the **brain needs the body to do things** – behaviors.

The brain does not have eyes, so the brain needs the eyes to "tell" the brain what is in the world. The brain also does not have arms and legs, so the brain cannot move around to get food.

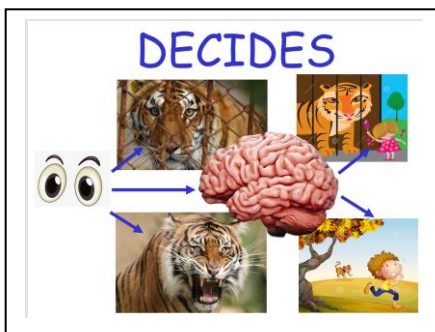
And now we know that the **body needs the brain to REMEMBER things**. But, why do we need to remember things? Let's see.

🎨 Continue the video and instead of stopping for the various questions – just be really demonstrative when Dr. Gorman is saying things.



This slide explains that why the brain has to learn and remember things.

🎨 Continue the video and stop at the end of the next slide and reiterate the points.



So, your brain needs to **learn and remember** that when your eyes see a tiger – you need to see if the tiger is in a zoo or in your backyard. Then your brain can tell your body what to do.

Your brain will tell your body different things to do based on what it **remembers**.

If the tiger is in a zoo – you can stop and look and learn about the tiger.
If the tiger is in your backyard – you need to run away to safety.

- 🌈 At this point tell the students that human brains can learn and remember lot of things, but so can other animals. Tell the students you are going to play a game called “**If I Remember Correctly**”.

Tell the students you are going to show them a picture of an animal and then you are going to tell them something about them something about the animal.

If they think the what you are telling them is **TRUE**, then they **stand up**.

If they think what you are telling them is **FALSE – or NOT TRUE**, then they **stay sitting down**.

- 🌈 Show the slides of the animals - Slides KBF- and have the students stand or stay sitting. Discuss each one. You will need about another **5 minutes to finish** the Video and close when you are done.

- **Chimpanzees** have better visual memory than most humans. So, when they see something, they remember it better than when people see things. (TRUE)
- **Pigeons** can remember hundreds of pictures, faces, and flying routes. (TRUE)
- **Pigs** are so smart, they can actually play video games, and they remember their names! (TRUE)
- An **Octopus** might have the second-best memory in the ocean, and they are able to solve complex problems and mazes. (TRUE) (FYI...Dolphins have the best memory)
- **Crows** can remember faces, so do not get a crow made at you or they will make their murder (that is what a group of crows is called) come to get you. (TRUE)

- 🌈 Continue playing the Story Video until the end. At this point, you should be pretty much out of time. Reiterate some of the things that the students have learned.

REMEMBER, the brain and the body to talk to each other – the work as a team.

We now know that our brain is in our heads – not our stomach or feet.

We now know that our brain and body talk to each other through nerves and because of that our brain and nerves look like the animal they are in.

We also know that it is because our brain and body talk that we can do all the things that we do – list off some of the behaviors you have talked about.

The brain does not have eyes, arms, or legs – so the **brain needs to talk to the body** so it can do things – like get and eat food.

The body needs the brain to **learn and remember** – so that we can eat cookies and NOT get eaten by tigers!!!

Be sure to thank them for listening and the Brain Health Team of JHU students will see them next week.

Pictures for "If I Remember Correctly" Game:

